

ORANGEBURG 4 SCHOOL DISTRICT

6030 Slablanding Rd
Cope, South Carolina 29038

GRADES PK-12

ENROLLMENT 4,155 Students

SUPERINTENDENT Dr. Sandra Tonnsen 803-534-8081

BOARD CHAIR Mr. Aaron Rudd 803-534-8081

FISCAL AUTHORITY District Board/County Board/Referendum

THE STATE OF SOUTH CAROLINA

ANNUAL DISTRICT REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Districts with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	3	7	1	0

IMPROVEMENT RATING:

AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This district met 19 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Average	N/A
2002	Average	Below Average	N/A
2003	Average	Unsatisfactory	No
2004	Average	Average	No

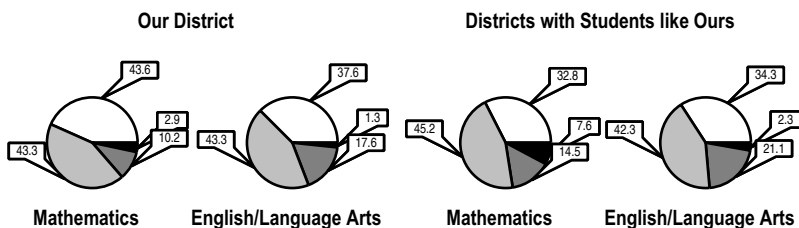
DEFINITIONS OF DISTRICT RATING TERMS





- **Excellent** - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** - District performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

80.6%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.**HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS**

	Our District			Districts with Students like Ours		
Percent	2004	2005	2006	2004	2005	2006
Passed both subtests	62.7	N/A	N/A	73.6	N/A	N/A
Passed 1 subtest	18.8	N/A	N/A	13.6	N/A	N/A
Passed no subtests	18.5	N/A	N/A	12.8	N/A	N/A

ELIGIBILITY FOR LIFE SCHOLARSHIP*

Percent of	Our District	Districts with Students like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	8.1	12.4
Seniors who met the SAT/ACT requirement	8.1	12.5
Seniors who met the grade point average	13.7	42.9

*Using only the SAT/ACT and grade point average requirements

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts							
All Students	1,982	99.1	37.6	43.5	17.6	1.3	18.9
Gender							
Male	1,016	98.6	45.2	41.4	13.1	0.4	13.5
Female	966	99.6	29.9	45.7	22.2	2.2	24.4
Racial/Ethnic Group							
White	893	99.4	25.5	48.5	24.2	1.9	26.1
African-American	1,066	99.2	47.3	39.5	12.3	0.8	13.1
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	15	73.3	77.8	22.2	0.0	0.0	0.0
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	1,728	99.7	33.6	45.9	19.3	1.2	20.5
Disabled	254	94.9	66.2	26.8	5.2	1.7	6.9
Migrant Status							
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S
Non-Migrant	1,981	99.1	37.6	43.6	17.6	1.3	18.9
English Proficiency							
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	1,980	99.1	37.6	43.6	17.6	1.3	18.9
Socio-Economic Status							
Subsidized meals	1,407	99.2	43.9	41.6	13.9	0.6	14.5
Full-pay meals	574	98.8	21.3	48.6	27.0	3.0	30.1
Mathematics							
All Students	1,982	99.6	43.6	43.3	10.2	2.9	13.2
Gender							
Male	1,016	99.1	46.3	42.4	8.4	2.9	11.3
Female	966	100.0	40.8	44.2	12.2	2.9	15.1
Racial/Ethnic Group							
White	893	99.6	31.2	47.3	15.7	5.8	21.4
African-American	1,066	99.5	53.3	40.4	5.8	0.5	6.3
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	15	100.0	91.7	8.3	0.0	0.0	0.0
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	1,728	100.0	39.3	46.0	11.4	3.3	14.7
Disabled	254	96.5	73.2	24.3	2.1	0.4	2.6
Migrant Status							
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S
Non-Migrant	1,981	99.6	43.5	43.3	10.2	2.9	13.2
English Proficiency							
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	1,980	99.6	43.5	43.3	10.2	2.9	13.2
Socio-Economic Status							
Subsidized meals	1,407	99.5	49.3	41.2	7.9	1.6	9.5
Full-pay meals	574	99.7	28.7	48.8	16.3	6.2	22.5

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	333	99.7	28.4	41.6	26.1	4.0	30.0
	Grade 4	326	98.8	30.1	46.4	22.2	1.3	23.5
	Grade 5	371	99.2	46.5	45.3	7.6	0.6	8.2
	Grade 6	352	98.6	48.3	40.1	10.7	0.9	11.6
	Grade 7	320	99.4	43.1	44.7	10.5	1.7	12.2
	Grade 8	353	98.6	44.6	43.0	11.1	1.3	12.3
2004	Grade 3	321	99.1	24.5	39.4	33.5	2.6	36.1
	Grade 4	316	100.0	32.5	42.4	24.8	0.3	25.1
	Grade 5	339	99.7	35.9	50.6	13.5	N/A	13.5
	Grade 6	359	98.9	51.7	35.3	11.6	1.4	13.0
	Grade 7	359	98.0	39.2	50.6	9.3	0.9	10.2
	Grade 8	294	99.0	42.1	46.7	9.8	1.4	11.2

Mathematics								
2003	Grade 3	333	100.0	28.6	55.3	13.5	2.6	16.1
	Grade 4	326	99.7	34.6	46.3	14.6	4.5	19.1
	Grade 5	371	100.0	50.0	43.8	4.1	2.1	6.2
	Grade 6	352	100.0	47.3	37.0	11.8	3.9	15.8
	Grade 7	320	99.4	44.3	44.9	8.4	2.4	10.8
	Grade 8	353	100.0	49.5	42.0	7.8	0.6	8.5
2004	Grade 3	321	99.7	29.5	58.3	11.2	1.0	12.2
	Grade 4	316	100.0	44.1	40.8	10.3	4.8	15.1
	Grade 5	339	99.7	46.1	42.8	9.3	1.8	11.1
	Grade 6	359	99.4	53.7	32.0	11.2	3.1	14.3
	Grade 7	359	98.6	42.8	43.9	9.2	4.0	13.3
	Grade 8	294	100.0	45.8	44.8	6.9	2.4	9.4

SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

These schools will be reported in a separate document.

DEFINITION OF SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

Title I schools that fail to make adequate yearly progress for two consecutive years

HSAP PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts							
All Students	290	99.3	21.5	32.7	33.5	12.3	45.8
Gender							
Male	150	98.7	26.9	31.7	29.7	11.7	41.4
Female	140	100.0	15.8	33.8	37.4	12.9	50.4
Racial/Ethnic Group							
White	136	98.5	12.2	32.1	37.4	18.3	55.7
African-American	152	100.0	29.8	33.1	29.8	7.3	37.1
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	248	99.6	12.8	34.2	38.7	14.4	53.1
Disabled	42	97.6	73.2	24.4	2.4	N/A	2.4
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	290	99.3	21.5	32.7	29.9	12.3	45.8
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	290	99.3	21.5	32.7	33.5	12.3	45.8
Socio-Economic Status							
Subsidized meals	186	98.9	27.1	37.6	29.3	6.1	35.4
Full-pay meals	104	100.0	11.7	24.3	40.8	23.3	64.1

Mathematics							
All Students	290	99.0	34.5	29.2	29.9	6.3	36.3
Gender							
Male	150	98.0	35.9	29.7	26.9	7.6	34.5
Female	140	100.0	33.1	28.8	33.1	5.0	38.1
Racial/Ethnic Group							
White	136	97.8	26.0	29.0	35.1	9.9	45.0
African-American	152	100.0	41.7	29.8	25.2	3.3	28.5
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	248	99.2	26.3	32.1	34.2	7.4	41.6
Disabled	42	97.6	82.9	12.2	4.9	N/A	4.9
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	290	99.0	34.5	29.2	29.9	6.3	36.3
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	290	99.0	34.5	29.2	29.9	6.3	36.3
Socio-Economic Status							
Subsidized meals	186	98.4	42.0	30.4	24.9	2.8	27.6
Full-pay meals	104	100.0	21.4	27.2	38.8	12.6	51.5

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarships*		Graduation Rate		Met State Objective
	n	%	n	%	n	%	
All students	204	98.0%	211	8.1%	237	72.2%	N/A
Gender							
Male	93	96.8%	85	10.6%	103	62.1%	
Female	110	99.1%	126	6.3%	134	79.9%	
Racial/Ethnic Group							
White	99	100.0%	94	16.0%	110	80.0%	
African American	103	96.1%	114	1.8%	126	65.9%	
Asian/Pacific Islander	N/A	N/A	0	N/A	N/A	N/A	
Hispanic	N/A	N/A	0	N/A	1	I/S	
American Indian/Alaskan	N/A	N/A	0	N/A	N/A	N/A	
Disability Status							
Not disabled	190	98.9%	193	8.8%	207	78.3%	
Disabilities other than speech	13	84.6%	18	0.0%	30	30.0%	
Migrant Status							
Migrant	N/A	N/A	0	N/A	N/A	N/A	
Non-migrant	202	98.0%	211	8.1%	N/A	N/A	
English Proficiency							
Limited English proficient	N/A	N/A	0	N/A	0	N/A	
Non-LEP	202	98.0%	211	8.1%	235	72.8%	
Socio-Economic Status							
Subsidized meals	112	97.3%	129	0.0%	139	65.5%	
Full-pay meals	90	98.9%	82	20.7%	98	81.6%	

* Using only the SAT and grade point average requirements

n = number of students on which percentage is calculated

EXAM PASSAGE RATE BY SPRING 2004

	Our District	Districts with Students like Ours
Percent	98.0%	93.8%

GRADUATION RATE

	Our District	Districts with Students like Ours
Number of Students	237	355
Number of Diplomas	171	263
Rate	72.2%	75.1%

2003-04 COLLEGE ADMISSIONS TESTS

SAT	Verbal		Math		Total	
	2003	2004	2003	2004	2003	2004
District	433	449	447	465	880	914
State	493	491	496	495	989	986
Nation	507	508	519	518	1026	1026

ACT	English		Math		Reading		Science		Total	
	2003	2004	2003	2004	2003	2004	2003	2004	2003	2004
District	16.8	16.9	17.7	17.4	17.1	17.4	18.0	17.5	17.5	17.3
State	18.7	18.8	19.0	19.1	19.4	19.4	19.2	19.3	19.2	19.3
Nation	20.3	20.4	20.6	20.7	21.2	21.3	20.8	20.9	20.8	20.9

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

DISTRICT PROFILE

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n= 4,155)				
First graders who attended full-day kindergarten	95.0%	N/C	99.6%	97.2%
Retention rate	5.2%	Up from 4.8%	5.3%	5.3%
Attendance rate	96.0%	Up from 94.2%	96.1%	96.2%
Students with disabilities other than speech taking PACT (ELA) off grade level	7.4%		5.6%	5.8%
Students with disabilities other than speech taking PACT (Math) off grade level	6.2%		5.0%	5.1%
Eligible for gifted and talented	7.5%	Up from 7.4%	10.0%	11.6%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	8.9%	Up from 8.4%	10.2%	10.9%
Older than usual for grade	5.2%	Down from 5.6%	5.2%	5.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.9%	Up from 1.7%	0.9%	1.1%
Enrolled in AP/IB programs	9.5%	Up from 8.2%	9.5%	9.9%
Successful on AP/IB exams	N/AV	N/AV	N/AV	N/AV
Enrolled in adult education GED or diploma programs	5	Down from 60	48	157
Completions in adult education GED or diploma programs	5	Down from 18	11	39
Annual dropout rate	2.8%	Up from 2.4%	2.8%	2.9%
Teachers (n= 271)				
Teachers with advanced degrees	52.0%	Up from 45.2%	49.6%	50.0%
Continuing contract teachers	93.4%	Up from 88.3%	86.8%	84.6%
Highly qualified teachers**	91.6%	N/A	92.4%	92.5%
Teachers with emergency or provisional certificates	2.3%		5.6%	4.4%
Teachers returning from previous year	90.0%	Up from 89.8%	89.2%	89.9%
Teacher attendance rate	94.2%	Down from 95.0%	94.5%	94.7%
Average teacher salary	\$42,536	Up 5.2%	\$39,451	\$40,566
Vacancies for more than nine weeks	2.2%	N/C	1.1%	0.3%
Prof. development days/teacher	10.3 days	Down from 12.8 days	11.5 days	12.0 days
District				
Superintendent's years at district	2.0	Up from 1.0	5.0	3.0
Student-teacher ratio in core subjects	22.0 to 1	Up from 20.4 to 1	21.2 to 1	21.0 to 1
Prime instructional time	88.5%	Up from 86.8%	89.5%	89.5%
Dollars spent per pupil*	\$7,166	Down 5.5%	\$6,951	\$7,217
Percent of expenditures for teacher salaries*	55.5%	Down from 55.6%	53.9%	55.6%
Opportunities in the arts	Excellent	Up from Good	Good	Excellent
Parents attending conferences	82.9%	Down from 95.0%	90.4%	97.3%
Number of schools	8	No change	7	8
Number of magnet schools	0	No change	0	0
Number of charter schools	0	No change	0	0
Number of alternative schools	0	No change	0	0
Portable classrooms	1.5%	No change	3.6%	4.3%
Average age in years of school facilities	11	Up from 10	35	26
Number of schools with SACS accreditation	8	No change	6	8
Average administrator salary	\$71,815		\$67,907	\$67,300

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	86.7%	91.1%
	State Objective	Met State Objective
Highly qualified teachers**	65.0%	Yes
Student attendance rate	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

SCHOOL DISTRICT GOVERNANCE

Board Membership	7 trustees elected to single-member seats
Fiscal Authority	District Board/County Board/Referendum
Average Number of Hours of Training Annually	43.0 per board member
Percent new trustees completing orientation	N/A

DISTRICT SUPERINTENDENT'S REPORT

The Education Accountability Act of 1998 requires that each district in the state issue a report card indicating the performance of students and other important indicators that directly impact student performance. You will, from this report card, see a quality rating for both absolute performance (what students did this year as compared to state standards) and improvement performance (students' progress over time). These ratings will give you an idea of how we are doing as a district compared to other districts in South Carolina. This year's report card is for the 2003-2004 school year, and this narrative was written prior to the district receiving test data or ratings for the 2003-2004 school year.

The district used last year's results from the Palmetto Achievement Challenge Tests (PACT) and High School Assessment Program (HSAP) to identify students who needed academic assistance in mathematics and reading/language arts. The district offered an extended school day and summer programs to those students. Teachers received training in teaching and assessing the standards and developed Curriculum Maps. First grade teachers continued to use the Literacy First program. Accelerated Reader and Accelerated Math were used in grades one through twelve. Students and teachers used StandardsMaster, a benchmark testing system, to determine strengths and weaknesses in teaching and learning on an on-going basis. We intend to maintain these programs and to add focused programs designed to increase academic achievement and improve school climate.

The administration, faculty, and staff of Orangeburg Consolidated School District Four appreciate the opportunity to serve our students and community. Please visit our web page at www.orangeburg4.com. Your comments and insights on our educational programs are welcomed.

Dr. Sandra F. Tonnsen
Superintendent